

Childhood Education

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The Teacher's Role

*As seen by teachers,
children, and parents*

New Feature:

Make It With and For Children

February 1954

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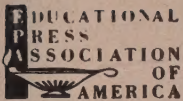
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For Those
Concerned With
Children 2-12

Childhood Education

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

1953-54: Learning At Its
Best



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Photo by Eva Luoma

The companionship of children is worth the cost of many hours of planning and preparation.

The Joy of Teaching

SHE LAUGHS WITH US! THE LAST STATEMENT IN A DESCRIPTION OF the new teacher would to some people seem faint praise of a position honored by many and sought by too few.

The companionship of children—in a shared funny incident, a tense moment of discovery of a robin in the school yard, a “volcano” that really works, a successful program shared with parents—is worth the cost of many hours of planning and preparation, and many units of energy.

The Village Schoolmaster of Oliver Goldsmith’s “Deserted Village” whose “boding tremblers learn’d to trace the day’s disasters in his morning face” probably never enjoyed with children new kittens, a beautiful picture, or a good story.

The times when teacher and children solve problems of living together, when the existence of long division must be recognized and dealt with, are as serious and important as the deliberations of Congress.

In the high moments, when the planned exhibit is at last ready to be viewed, when a letter comes from the group’s favorite author, when Bill’s ten-year-old brother is made a patrol member, we almost burst with pride and excitement. The experiences the teacher shares with children make teaching dramatic, exciting, thoroughly worth while.

The concomitant learnings of the teacher, though, make it an even richer experience. A teacher, continually learning new skills and acquiring information needed for his work with children, is organizing his own thinking, adding to his stature as an individual at the same time. The person who thinks and plans with and for children has an enviable perspective, seeing each event, person, and object as a potential source of new learning.

Guiding and observing children through the miraculous stages of growth and development is a great privilege. The noticeable change from day to day, from week to week, in the attitudes and understandings of children continually renew confidence that adults, too, can change and develop.

THE RESPONSIBILITY OF THOSE WHO GUIDE CHILDREN IS ALL BUT OVER-whelming. People of integrity think twice before accepting such responsibility. They—and others who seek joy in work and fulfillment of a purpose bigger than the individual—choose teaching and are glad!—FRANCES HAMILTON, *executive secretary, Association for Childhood Education International.*

WHO Asks the Questions?

The teacher's role has changed in the last several decades. "Who Asks the Questions?" shows us how. Perhaps we can get at the heart of meaningful learning by answering this question in our school.

WHO ASKS THE QUESTIONS IN YOUR school? This would be an amazing query to most teachers of several decades ago. Today the questions pop so fast from both sides of the desk (if there is a teacher's desk) that it is hard to know who is the teacher and who is the learner.

When children are living where new ideas and new interests are coming their way, questions arise naturally, questions that need to be answered. At one time the teacher asked the questions and the children were expected to know the answers. Since the children too often didn't really care what the answer was anyway, it was a rather silly practice at best, wasn't it?

In many schools today, we find the teachers asking questions because they really want to know the answers. Children have joy in being able to answer such questions. At other times children want to know. Frequently the teacher knows the answer, sometimes teacher and children need to search for it together. Sometimes the teacher's knowledge is too limited to satisfy. When we want to find out or to investigate because it's fun to know, then comes the joy of learning whether we are six or sixty.

In our schools today many questions

come from the children. When these questions have real interest behind them, and lead into the pleasure and satisfaction of finding out, teachers and children follow up these questions and they are permitted to shape curriculum plans.

From the simplest question, "Miss Kane, how do you spell that word?" to "Mrs. Victor, do you know about jet bombers?" the teacher today keeps learning in order to expand the daily learning of the boys and girls.

A Simple Answer Not Enough

A second grade sat in a circle talking about things that happened at home just before they came to school each morning. Several children talked about daddy getting to work. Billy looked around the class and asked, "What do daddies do when they go to work each day, anyway?" Mrs. Smith wondered too. Soon each child tried to tell what his daddy did. "My daddy goes to the big parking station where all the people shopping leave their cars," said Jimmy. "But, what does he do?" Jimmy couldn't quite answer that one. Rosane's mother went each day to the restaurant at the top of the hill. "What does she do there?" Betty's mother worked in the big office building down town. The simple reply, "These people go to work," was not sufficient to answer the questions.

One father was a mailman, another a policeman. Each had his special duties. It was agreed to ask at home just exactly what was the work these mothers and daddies did which helped everybody who lived here in our city. Since it seemed too difficult for Jimmy to explain

Mary C. Dennison is principal and Edith Patterson is a teacher of sixth-grade children of the George Gray Elementary School, Wilmington, Delaware. They acknowledge the help of other teachers in the same school: Rosalie Schorr, Mae Gluckman, Alice Vincenti, Laura White, Muriel Watkins, and Ellen Adair (formerly at George Gray).

all that went on in his father's day, he asked if he might invite his father to visit the school and tell the other boys and girls what happened at the shoppers' parking lot. Jimmy's father was the first of many visitors who came to the school to tell of their duties and responsibilities.

As the visitors came, the first graders developed an appreciation of all these city helpers who were making their community a good place in which to live.

One Question Led to Another

A fifth grade had seen from its third-floor window the gradual erection of the Delaware Memorial Bridge. When the class returned after the summer vacation and looked out the window in September, they could see the beauty of the tremendous span across the river. It was several miles away but a spot of real interest to most of the group.

They were happy to be back together again in the same room and with the same teacher. They had to catch up on many topics of interest after the separation of the summer. They talked about the huge new interceptor sewage disposal plant which many of them had "supervised" in its various stages through the months and what progress had been made. They viewed again the new bridge.

They talked about the marshes down behind their houses. Then somebody asked, "Is there any way we could go straight down to the river from here? The Swedes must have come up the Christina very near here."

Some of the boys said, "Yes, you just walk down past the Electric Hose and Rubber Company and that will take you to the Delaware River."

That day some of the group experimented. They discovered there was no road, but there was a lot of marsh and

interesting vegetation of many kinds. Now they were really curious. On the map, it looked as though they should be able to get to the river easily.

They sought the aid of the teacher. "Can't we go down to find out how to get to the river?"

Miss Allen filled her car with a committee that was to investigate the local geography. Each road was separately investigated until they discovered that no road within a stretch of three-fourths of a mile led directly to the river, but they found an old worn out river road that led to Christina Creek. This was the water by which the Swedes had entered this area from the river.

Still unsatisfied, they asked many questions at home and of the teacher, and a new squad was chosen to investigate the other side of the creek. Here they found more industries, the Marine Terminal, and a wharf, but they also saw the mouth of the Christina as it led into the Delaware River. Farther up, they saw how the Brandywine River flows into the Christina on its way to the Delaware River. Through their interest and prodding questions they had led the teacher into new knowledge of the local geography, and interested the principal and other members of the school in their findings.

But this was only the beginning of the constant questions that kept leading them on. Next came a trip to the bridge itself. From the bridge could be seen the whole industrial area of greater Wilmington and the many factories along the river in this vicinity. "Why do these plants locate along the river?" "Why are so many cities located on rivers?" "What are some of the great rivers of the world and how have they influenced life in their part of the world?"

Such questions as these led the teacher and the class to search the libraries, both

school and city, for materials to answer their questions. They saw the motion picture "The River" and read of power and dams, and changed ways of living by man's use and control of his natural resources. They began to get a glimpse of the amazing power man can have over his own destiny when he knows how to use resources available to him.

Needed—Other Resources

The third grade had been planning their day. As each item of the plan was presented, the teacher listed the suggestions on the blackboard. In setting up the time schedule, one item had to be remembered. They were going to work with the music teacher at 10:40 o'clock. Bill looked at the board and asked, "What does 10:40 mean?" A number of children knew it was time but could not make it very clear to Bill.

As the teacher began to help Bill and the others still uncertain about the mysteries of time, many other questions gave a new turn to the day. First, the group worked with learning to tell time accurately and then to writing the time of day. This included the time to come to school, time for music lessons, time for dismissal, time to eat dinner, and time for bed. The children had fun telling stories about the clock's face and what is meant by the "time of day."

More questions came. "Did people always have clocks?" "How could they tell time before the invention of the clock?" The filmstrip "Time Keeping Through the Ages" (Visual Sciences, Box 599-H.W., Suffern, N. Y., 1939) helped to answer some of these questions. Among others, the little book *All Kinds of Time* (Harcourt, 1950) by Harry Behn added more information. Those who were able to read well enough collected information and reported to the class on questions not yet answered.

The "Song of the Clock" by Nadine Kayes was fun to learn when they were finding out about clocks. (Silver Burdett, New Music Horizons, Book 4).

With all this information about time keeping and clocks—and with the influence of much TV viewing—it was thought a quiz show on clocks might be of interest to the other third grades. The class used the "Song of the Clock" for their signature number, and enjoyed sharing their findings with schoolmates.

From Cotton Plant to Cloth

When Faye and her cotton plant arrived in the schoolroom, she was surrounded by a bevy of interested children who said, "Where did it come from?" "Look at the seeds." "How do they get them out of the cotton?" "How do they make the cotton into thread?" "How do they make it into cloth?" "Do they make cotton cloth near here?"

When Faye said the plant was grown by her uncle who lives in Maryland, one child was very surprised and said, "I didn't know they grew cotton there. I thought it had to be very hot for cotton to grow."

The teacher listed the questions on a chart, and a number of children explored the files and books to see what material was available. Then a committee of children, armed with a specific question, paper and pencil, went to the library to engage the services of the librarian in locating the answers. Soon all were busy attempting to answer the questions.

As the children discussed their findings, one little redheaded boy squirmed and said, "How do they make the cloth all different colors?" and another girl asked, "How do they make the designs and patterns on the cloth?"

These attentive eight- and nine-year-olds will find the answers to the ques-



Courtesy, Minneapolis Public Schools

We want to find out because it's fun to know—the joy of learning.

tions in a variety of ways which will include a trip to a cotton mill and opportunity to dye and weave cotton.

The Teacher Didn't Know

"My brother showed me a way to prove multiplication examples. Do you know how, Mrs. Smith?" "Do you want me to show you?"

When the teacher showed interest, and the children gathered around, Jane pushed the children aside and said, "You go sit down. I'm going to show Mrs. Smith first. Then I'll show you."

Later the class was all attention as they watched and listened to Jane's explanation. And what about Jane? Well,

she certainly felt important. She knew something even the teacher didn't know.

The following day she was requested by another class to come and explain her new-found process—Jane was delighted. Of course, she had a receptive audience. The teachers didn't know all the answers and she had the thrill of being in "the know."

Postcards Invited Questions

After a sixth-grade teacher had been to Europe, the children brought to school the cards they had received from her during the summer. As each thanked her for the card they asked such questions as:

Where is this?
Do the people dress like this all the time?
Are all the houses like this?
Do all the people ride bicycles?

Later when the children saw the colored slides there were more questions such as:

Don't they use tractors?
Why did a peach cost so much?

The questions fell under the following headings:

What kinds of work do they do, and how?
What do they eat?
Are the schools like ours? The buildings look much like ours.
How do they amuse themselves?
What are their homes like?
Did you get in the school there?
Were the schools like ours?
Did all the people dress like that?
Was everybody a farmer?
What did you eat?

The questions were listed and seemed to group themselves under the headings: . . . food . . . homes . . . work . . . schools and amusements. This was an opportunity for the children to learn about other people. Committees were chosen to work on various topics. Books were searched for additional information, and plans for obtaining and presenting the information were made. The shop teacher's assistance was needed as one committee decided to make a miniature French village while the art teacher helped with puppets and masks for the amusement committee. The librarian was kept busy finding books and pictures containing authentic information.

Other Interests—Other Learnings

Other interests have led into many phases of learning. One group in charge of the school store wanted to know "what did we have before stores?" They were fascinated with the idea of barter and became interested in the

early Vikings, in Marco Polo, and the desire for trade that led to the discovery of America.

Another group was intrigued by the stories told by one of their classmates. He had been to the Philadelphia Zoo during the summer vacation and was enthralled with the reptiles. There were many questions asked. "What are reptiles?" "Are snakes the only reptiles?" "Do you know the crocodile's toothpick?" "What is the difference between the alligator and the crocodile?" He made his story so exciting that soon the class had a young alligator. Next, the terrarium was made into a habitat for snakes, toads, and other cold-blooded creatures. Not fully satisfied, the whole group planned and took a trip to the Philadelphia Zoo which fulfilled all the expectations built up in the reports from their classmate and added to the interest in knowing more.

Questions That Are Real

The child's questions can lead the way to a wealth of daily learning. The teacher listening to the interests of children in their voluminous flow of questions begins to see a way to get at all the basic problems which belong in the schoolroom. Through his sensitivity to the reaction of the children in the class, he enriches the environment for learning and stimulates the enthusiasm for pursuing new interests and new areas of learning. Through this combination of the teacher's awareness and the child's natural curiosity comes the wealth of experience that typifies a good modern elementary program.

If school experiences are to be vital in this world of vanishing distances, television, and the speed of jet bombers, children must live richly in school and deal with problems and questions that are real and alive to them.

What Does the Teacher Do?

To illustrate how a good teacher contributes to learning at its best, let us consider several aspects of his work in a composite of good practices gathered from excellent teaching-learning situations. These practices were observed in classes in Alabama, Georgia, and North Carolina.

WHEN ASKED THE QUESTION, "WHAT does the teacher do?" an experienced teacher is apt to reply, "What doesn't he do?"

Let us visit Miss Graham in the fourth-grade room. The stimulating atmosphere of the classroom provokes questions. We are particularly interested in the evidences of children's research in science and social science activities.

The teacher and children have planned together for the preliminaries of the early morning. The children look after the attendance, collection of lunch money, early morning program, and adjust the lighting and heating. It is easy for them to go immediately into the activities of the basic social program for they have helped work out the plans and ways of implementing them.

Sees Group and Individual Needs

We watched Miss Graham slip into a group planning costumes for the play which will be presented to the whole school. The chairman needed help in finding a way to consider the suggestions one by one. A few words from Miss Graham and the committee had a procedure for functioning more smoothly.

We had just noticed one girl sitting at her desk, seemingly not doing anything. Miss Graham must have noticed, too, for she stopped by and a few min-

utes later the youngster was arranging some pictures on a bulletin board. The other bulletin boards have exhibits of children's art, evidencing use of several media.

Toward the end of the work-period the sound of voices was more evident in the room, then someone suggested a song which was sung as work was put away. Miss Graham told us that the song was one the children learned in connection with the play they are producing.

Helps Plan, Share, Evaluate

The children gathered for the sharing and evaluation period. Here Miss Graham took the lead and called for a progress report. After that the next steps were planned.

Before they went to the playground the children talked about the games which were played the day before and suggested others for today. As they left the room Thomas White's mother came in. Miss Graham felt free to hold a brief conference with her because she would be able to join the children on the playground by the time they'd had water, eaten their morning fruit, and visited the restroom. She knew that Mary, the over-all chairman on the playground, would see that things got under way.

After the play period Miss Graham helped Robert and Timothy settle a problem that had arisen on the playground.

W. Theo Dalton is professor of education, Alabama Polytechnic Institute, Auburn.

The other children listened to the thirty news broadcast. After a brief discussion of the news they turned their attention to other aspects of the language arts program.

Develops Language Situations

Together they enjoyed reading a poem that they had created as a group the day before. Then they dispersed to work in small groups or individually—reading to find information in answer to several questions, writing a paragraph to describe their play (functional use of language mechanics), storytelling, spelling, and work-type reading.

After getting ready for lunch and discussing the menu, they settled down to a few minutes of free reading from their library books.

We went to the lunchroom with them. The children talked quietly while they waited to be served. While they were eating Miss Graham visited with several groups.

After lunch the children went back to the room to rest. Today Miss Graham read to them. She explained later that sometimes she tells a story or plays soft music on the record player.

While the children were having a brief play period Miss Graham took a few minutes for herself since another teacher was on the playground with them. She said she was stopping by the principal's office to check Jerry Smith's cumulative record and to add an item before it slipped her mind.

Uses Many Skills

The children were to see a film in connection with their science program. As Miss Graham was setting up the machine she explained that she had previewed the film. This was evident in the way she established several objectives before the film was shown. Im-

mediately following the film an enthusiastic discussion took place. Scientific relationships were reviewed and other purposes set.

To introduce fractions Miss Graham used pints, quarts, half-gallons in measuring water. While most of the children were doing practice work following the experimentation, four children at the back of the room were doing further work on multiplication.

As the afternoon session drew to a close, the children discussed the achievements of the day and suggested things to be included in the next day's schedule.

Is An Individual Out of School

We asked Miss Graham what activities occupied her out-of-school time. She laughed and said that it was hard to separate professional and social activities but that she could tell us some of them:

As chairman of the radio committee for PTA she needed to get the committee together to organize a report. She said she was eager for parents to know about the new educational program to be sponsored by the local radio station.

Four friends were playing bridge together that evening.

Friday she was to lead a discussion at the citywide inservice study meeting.

Mrs. Jones has asked her to meet with a group planning community recreation.

She needs to choose a book from the city library that she can review at Book Club next month.

* * *

In order for each teacher to contribute to learning at its best, he must have clarified his educational philosophy, enriched himself with broad cultural and intellectual pursuits, developed facility in teaching "know-how," including recognition of human relations, and willingly accepted his role as a student of action research.

Combining Business and Pleasure

A teacher's rewards are not all written in the contract. Here is recommended reading for all, particularly for students looking at teaching as a career.

"OH THE COMFORT, THE INEXPRESSIBLE comfort of feeling safe with a person having neither to weigh thoughts nor measure words but pouring them all right out just as they are, chaff and grain together; certain that a faithful hand will take and sift them, keep what is worth keeping and with the breath of kindness blow the rest away."

Since I read it long ago, this quotation from Dina Maria Mulock Craik has appealed to me. I have savored the beautiful words, considering the joy of companionship with adults, cherishing my intimates.

Only in recent years have I felt how well the thought applies to the classroom. The realization has come as teaching changed from an awesome challenge to try to please supervisors and principal, to teaching as a serious task to enlighten children, to teaching as a source of real pleasure in living with friends.

We, the teachers of the very young, need especially to have that safe, comfortable feeling existing between our children and ourselves. Psychologists and psychiatrists trace such ominous happenings to early experiences. A friendly, relaxed classroom atmosphere is necessary insurance against inflicting damage by unintentional mistakes.

Dorothy Bogan teaches first grade in the Ludlow School, Washington, D. C.

A relaxed, friendly spirit will lessen the hurt of mistakes. If the atmosphere is sufficiently wholesome we are safe in assuming that the child will be happy with us until we, in our muddling way, discover him or until he, in his natural unfolding, comes to us.

A Friendly School Will—

A friendly school will minimize the mistake of expecting too much. The child must feel enough at home to bring the teacher a simple explanation of his side. He must feel free to say, "I did my best," after a poor showing in an assembly program; or, "But it was our first walk with you," after a less than orderly return from a trip to the mailbox. He must feel at liberty to grow at his rate, certain that his older friend understands.

We need to build a strong, warm feeling against those days when we are rushed and harried despite our careful planning. We must prepare for those days when we harp and nag. At such a time we are fortunate to have surrounded ourselves with such a sincerely friendly atmosphere so that the lapse will be seen in the clear perspective of childhood. At such a time we are fortunate to be understood with that incomparable loyalty of children that makes them lag behind—straightening crayons, ordering papers, arranging chairs, saying again and again, "Good afternoon," with such true affection in their eyes and voices that they make one feel ashamed of having been pressured into less than one's best self.

Today's schools must have friendliness as their basis. How else will the present-day theories of discipline work? Our aim is to bring about desirable changes in behavior not by force or coercion but by a personal desire to be like one's friends, to please one's friends, to live up to a friend's standard. Our hope of making good order the accepted thing in our rooms depends on our making certain that the approved behavior is that of the child's approved people.

And lastly, friendliness is necessary to promote learning. A relaxed attitude is essential if the child is to understand and retain what the teacher presents. It is even more necessary if he is to be free enough to make his own contribution.

It was a very gratifying experience on a January morning when a shy little girl chose "Jesus Loves Me" for an opening song. She stopped us when we began to sing and said she wanted to act out the hymn. I was a little worried. We did act out as we sang "The Gingerbread Boy," "The Three Bears," "Where Is Thumbkin?" But how does one play "Jesus Loves Me"? I puzzled.

The child, however, was undisturbed. She calmly chose someone for Mary, someone for Joseph, someone for the Baby, posed them as one of the Christmas pictures and said, "Now we are ready for you to sing."

And the Teacher Learns

The relaxed atmosphere, the general air of well being, is as permissive to the teacher to teach as to the child to learn. It removes the tension that has been making instruction dry as ashes. He is no longer pushed ahead by the

clock nor corralled by plan. The friendliness makes all the day a valuable learning situation. So many unplanned items pose a teaching point, so many incidental happenings bring out valued learnings.

The full realization of the wonder of the friendship of children comes gradually to us who are not "born" teachers. I think I at last became fully aware of it as I began my fifteenth repetition of the first grade. There was an added radiance about the year. It was not the usual, here we go again with "Fun with Dick and Jane," but here we go again with fun.

It began with a child's lovely exciting statement of one of her vacation experiences:

"One day I was looking at a book.

I dreamed I was swimming.

But I didn't go to sleep."

It ended with a glowing feeling.

We were waiting for the final bell.

A little girl said to me, "Lean down. I have something to tell you."

When I bent down she swung onto my neck and gave me a big kiss. I felt as if I had been kissed by every child in that long line. I put the girl's little fat self down.

The children's smiles grew broader as they in all their strength of six and seven years, in all their young maturity, in all their childish wisdom laughed at the enormous joke I made as I sent them out to summer joys.

Recalling one of Dunbar's poems that was a favorite I said, "Goodbye, Little Brown Babies."

The insight that came that year has remained. A classroom of friends is an inexpressible comfort.

IT is growing that is satisfying, not perfection.—MARION NESBITT in
A Public School for Tomorrow.

Non-Allergic

Here's Stephen again! These day-to-day jottings are made by his mother, Mrs. Maurice Long, Cumberland, Maryland. She says, "They are not important, but give a composite picture of sixth grade and HER."

Sept. 9—"I think I'll like the sixth grade OK. I am not allergic to *Her*." (Stephen divides all people into two categories—those to whom he is allergic, those to whom he is non-allergic.)

Sept. 11—"Yes, I feel sure we'll like her. *She* is corny all right. Today *She* gave us a number, 5 million, and we were busy putting down the 0's when *She* finished—456 thousand. We all laughed. *She* did, too."

"*She* said we couldn't bring our Yo-yo's to school this year, that *She* had one and was quite skillful at it but what *She* couldn't do . . ."

Sept. 14—"The sixth graders run the school. Today it was my turn to act as principal's secretary. I answered the phone, took charge of the thermometer, carried notes and in between times I read a book and ate Lifesavers. Next week it will be my turn to ring the bells. Oh yes, the sixth graders run the school. Miss Mc (the principal) helps. The teacher sees that we all get a turn."

"I bet you can't guess what library book I've been reading!" (I had been stumbling over wires and contraptions for two days and when I said Thomas Edison his face fell. I suppose his teacher would have made two guesses before *She* picked the right one.)

"Well, I drew a picture about that one, too. I know I'm not very good at drawing—left-handed you know, but *She* put it right up and *She* saw what I had written on the store in the background—

S. Long and Hauger. I didn't think *She'd* see that; the writing was tiny, almost invisible."

"I guess all of us will pass this year. When you do ordinary things right *She* thinks it's brilliant."

Sept. 22—"Miss L says *She* does not like to yell. *She* said if *She* wanted to yell *She'd* go out on the street and do it."

Sept. 25—"Boy, I'm telling you there's no one likes arithmetic better than I do. I pretend I'm an office boy and if I make a mistake I fire myself. I try to get Linda to like it as well as I do but girls are allergic to it."

Sept. 28—(At the picnic table)—"Oh, there was an old woman that swallowed a fly. Oh my! *She* swallowed a fly . . ." We learned that rhyme today and *She* said we could say it at appropriate times."

Sept. 30—"I hadn't taken part in the Show and Tell Period so I took that limb with a knot on it. You know what? One of you is wrong. Daddy said it was a deformity, you said it was like a scab, and the teacher said it was a place on the limb where the tree stored sap. Ah-ha! One of you is wrong."

"We saw a movie 'Safari in Africa.' *She* asked how we liked it. I said they could have put some clothes on when they had their picture taken."

Oct. 2 (Morning)—"I know I haven't finished breakfast yet but you don't know

how good this history book is. All about settlers. Better than *Dragnet*."

Oct. 6—"We are going to have a club. We live in a democracy and clubs are everywhere. It isn't going to be like your women's clubs, mother. If people get out of order the parliamentary raps. I wanted to be treasurer but wasn't elected. *She* said one of us must lose. Oh school is Fun!"

"The teacher said maybe we would have a tea sometime this year and invite parents. I said, 'With crumpets, too?' *She* said, 'Of course, and maybe clumsy boys would learn manners like sipping instead of gulping.' . . . Oh, Mother deah, May I poah some cream in your tea? Tell me which toe your corn is on. I bet Linda will like teas better than arithmetic."

Oct. 8—"It's too bad Miss Mc is principal because she certainly likes to teach. She made us think for half an hour why 1953 was called in the twentieth century."

"Miss L *may be wrong again*. *She* said Vikings were not in the Mediterranean Sea. I'm going to look it up."

Oct. 12—"You should hear the tape recording of 'The Old Lady Who Swallowed a Fly.'" (Spare me that.) "I had a verse to say and I sounded different from myself. I had the one about the cow."

Oct. 13—"Oh, there was an old lady that—' say, I believe you're allergic to that poem. We learned another about the animals in the ark, only ten verses."

"I think I can play the song we learned on the piano. It might take me awhile but I'll figure it out after supper. Where's my football? 'Oh, there was an old lady . . .'"

Nov. 14—"I presided over a club meeting. But I give too many opinions

for a presider. Miss L says it's best not to take on too much at one time. Bonnie makes a good chairman, too."

Nov. 16—"Everything went wrong today. When Miss L gets burned up about something she gets lower and lower and slower and slower, her voice I mean. And she doesn't want to look at you. And then Carolyn spilled a whole bottle of ink.

"And when she went out of the room the doorknob came off in her hand. Tommy and I volunteered to fix it. Women do not understand things like that."

Nov. 18—"She sure is corny all right. When we have a number left over in fractions she says, 'Well, what are we going to do with this lousy, lowdown number?'"

"She winked at me when we had an English sentence about an old car. I had told her about our old car, Ezra."

Nov. 21—"I wished the teacher and the principal a Happy Thanksgiving. Goodnight! Is it Thanksgiving already? What are *you* thankful for?"

Stephen, you didn't wait for an answer, but one thing I'm thankful for is your delightfully "corny" young teacher who almost winds herself up in the experiences she wants to give you each day but never gets too tangled to see you and your needs clearly, and the thirty others.

It isn't easy to handle even *one* child on the edge of adolescence. Even on the days when your main accomplishment was fixing the door handle, you grew.

And how lucky, lucky you are to have a teacher this year with a merry heart like your own, one who can "wink" as well as think.

The Whole Teacher in a Divided World

You may not agree with all the implications of this article but we guarantee you will be stimulated by reading. Morris R. Mitchell is director of the Graduate School of Teacher Education, Putney, Vermont. He does not neglect the important role that teacher-education institutions must play in producing the "Whole Teacher."

The Whole Teacher constantly sees and feels the wholeness of the world. He has abandoned his childhood station at the center of a flat world; has yielded his half-conscious place on the top of a revolving ball. He has joined two and one-fifth billions who are held by common force to a topless, bottomless, sideless sphere that endlessly circles in swinging its majestic orbit within orbit within orbit. He distinguishes, by habit, the subjective material universe of faulty sense impressions from the real universe of motion and energy within law. His theology is cosmic. His primary loyalties are to self, family, community, county, state, region, nation. But in the broadest sense, and with depth equal to any, his loyalty is to humanity. For to him the million voices raised each nine o'clock in his nation are a round of succeeding nine o'clocks as the earth silently turns face to sun and awakens new tongues. He spends that time pondering the meaning of duty as he senses concern for all.

The Whole Teacher lives in ever expanding time and space. His daily thoughts are not confined by the streets of his city block. He knows and loves all people. He sorrows in their sorrows, rejoices in their joys, shares in their poverties and their riches. When asked his race, the Whole Teacher answers truthfully, "Human."

His thoughts are not sandwiched between a brief yesterday and a vague tomorrow. He probes the past and feels almost as neighborly with Marcus Aurelius as with Eisenhower. He gropes again the tortuous path from the primary protozoa to man's present incredible complex of specialized cell structure. He looks realistically into an ever-lengthening tomorrow; matches his feebleness against the challenges that sweep him, and resolutely determines to cast his lot on the constructive side of the scale.

The Whole Teacher seeks to see problems whole. Problems are his meat. He knows that creative thinking is the alternative to violence; that problems invite both alternatives. He habituates himself to the process of discerning problems, of defining them, of painstakingly seeking possible solutions. He habituates himself to choosing without prejudice between the solutions, thus practices judgment, and having chosen, applies his choice, and continues until the problem is solved. He joins democratically in such group processes of thought-action. He relies on this process as education's own.

The Whole Teacher recognizes strife for what it is—fruit of frustration—the failure of individual or group to recognize the nature or scope of a problem or to discover acceptable solutions.

The Whole Teacher reacts educationally to the plight of a desperately armed, divided world. He will not be shaken from his human loyalties. Temporal and spatial perspective reveal the common core. Viewed variously the picture varies infinitely. But always there is the reality of this human race baffled by social lag stemming from rapid scientific advance. Industrialization in parts of the world, mingled poverty and wealth, the grab for raw materials, labor, markets, power, growth of nationalism, armaments, jealousy, slaughter outdoing slaughter, all the fragments fall into place as he himself gains perspective. In that increasing perspective there is seasoned humility; high hopes of a potential Utopia tempered with remorse at cruel exploitation. Poverty, disease, crime, ignorance, prejudice and their kin become the common enemy of man-in-transition.

Put differently, the Whole Teacher sees "East and West" not as discrete entities but as points on a continuum, or better, points on many continua. And they are moving points.

The Whole Teacher declines to warm and cool with the winds. He would quell resentments by satisfying needs of backward people for universal respect regardless of color; the chance to earn an adequate livelihood in terms of food, shelter, clothing, communication, travel, protection, health that industrialization could provide; the demand for religious and political freedom; the desire for a peaceful world.

The Whole Teacher sees the pupils whole. He cherishes and nourishes their individual interests, differences. He knows the interrelatedness of their component intellectual, physical, and emotional selves; the interrelatedness of heredity and environment, of feeling and thinking, of health and feeling, hence of

health and thinking; of thought and attitudes. He would not violate the preciousness of a single child much less attempt to indoctrinate a group. But he will share with them his degree of wholeness of view, his depth of concern, his confidence in the power of thought to solve problems and thus relieve tension. He will invite creative thinking on the students' part. He will invite their study of such proposed solutions of human ills as he and they can find.

Keeping whole in a divided world is every man's job. Schizophrenia is today's natural mania. Teachers in service must often fend for themselves. Most Whole Teachers of today are the product of accidental circumstances of upbringing, education, and experience. The fragmented programs of most colleges preparing teachers are ill-designed to produce this unified being. The curriculum is fragmented and so is most college and dormitory living. The whole process of formalized courses, often presented through lectures, with the rigamarole of texts, quizzes, examinations, grades, semester hours of credit leading to degrees and certificates give little assurance that the product will be harmoniously integrated.

We need a new process for helping develop the whole teacher in a divided world. Whether large or small, the basic units must provide a home-like atmosphere, not an institutional, dormitory one. There must be beauty in the environment which the students help constantly to create. There must be warmth of affection nurtured in the group by the group. There must be balance of earnestness for professional growth, and relaxation through wholesome recreation.

There must be highly individualized programming — each student, with aid, initiating and shaping his own program. No two of these programs will be alike

for the reason that no two students are alike. There should be no courses except as each student works out his own course based on his own purposes and interests. He will have opportunity for group study—each group should be different. There must be ample opportunity for deliberate and informal sharing of these interests, and assistance from the faculty and the students in their development. There must be access to excellent libraries, the more so because there would be little or no reliance on compressed texts.

There would be continual self-evaluation and group evaluation through conferences and seminars but no formalized quizzes, examinations, or grades. There would be careful preparation through study for travel, purposeful travel. In small groups or singly the students would go out to study at firsthand the creative ideas wherever they are at work. There must be opportunity for the students on their return to put into practice on an experimental basis the ideas they have learned.

The teachers college accordingly must have access to laboratories of direct experience in urban and rural problem solving. And of course there must be a laboratory, or laboratory situations, in which the students may work with boys and girls within and without classrooms. This school must itself have a rich curriculum of meaningful and diverse experience. The students need to make case studies of individual children but they need to come to know many of them informally in class discussions, at the table, in preparing meals or washing dishes, in working gardens or tilling fields, in travel, in skiing, in hiking, in musical experience and other arts, in forms of play, and in inquiry into deeper meaning.

On the basis of all these experiences there must be opportunity for free exchange of opinion as the students seek their way into an understanding of the history, psychology, and philosophy of education pertinent to the becoming of a whole teacher in a sorely divided world.

I STOOD BY HIS DESK AND WAITED

For his paper to be turned in.

I watched his scowl as his eyes searched

To see what I was like within.

As my eyes met his I trembled,

There was something I needed to say,

But words had failed me.

"Please, God, show me the way."

I heard the Master Teacher answer,

"Just be patient, kind and true.

Sure, I know he is watching you."

I do not know how long I stood there

Or what he saw within,

I only know as he gave me his paper,

He touched my hand—and grinned.

—By RUTH CHAPPELL

Teachers in the Making

The role of the teacher is an important one to students in teacher-education. Besides the regular curriculum, many are learning through organizations the professional side of their future work.

WE ARE ALL AWARE OF THE ACTIVITIES of teachers in the elementary schools, high schools, and colleges. But how are students preparing to teach—the teacher in the making—being included in the activities of the professional organizations which educators have formed?

Frank paused for a minute from his note taking and glanced about the auditorium. There was a good representation of education students present. Most of them were listening intently to the excellent suggestions the panel was making. Much planning had gone into this meeting, and Frank could well appreciate that fact. He was the president and worked with the program committee in preparing the meeting.

First came the suggestion from one of the committee to have a panel discussion on "Developing in the public a greater awareness of the value of the teacher's efforts, and his rewards." The others on the committee thought this topic worth while, and work began on arranging the meeting. The secretary sent invitations to those who were selected to compose the panel. The panel contained the group's sponsor, two students, the local superintendent of schools, and the local PTA president. The publicity chairman placed notices on the bulletin boards and in the school paper. The meeting was announced in all education classes. Now the meeting was in progress.

From experiences such as this, many

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students who are preparing to teach are learning what it means to be a part of the teaching profession. Many professional organizations now have student members in teacher education institutions throughout the nation. Some of these student members are organized into student branches or chapters. Two examples are: (1) the National Education Association and state education associations jointly sponsor FTA chapters. These chapter members hold associate membership in both their state education association and the National Education Association. (2) The Association for Childhood Education International has student members in student branch associations.

The professional organizations which sponsor these student groups recognize that it is important for students who are preparing to teach to receive experiences which will help them understand the professional nature of teaching. They are trying to help these students gain an understanding of the organizations which teachers have formed, and of the work these organizations are doing. Recognizing that these students will soon be regular members and leaders of the profession, these organizations are making it possible for the student to receive experiences with teacher-teacher and teacher-citizen relationships, as well as with the teacher-pupil relationships provided in the classroom.

Two Apparent Values

The activities which the student associations carry on are of two types. One type deepens understandings about the professional organizations, and the sec-

and provides experiences in leadership and working within an organization. Students learn more about education organizations as they read the literature, attend the conferences and conventions, hear the speakers, and meet the leaders of these groups. Students actually work and lead within an education association as they serve as members and officers of their chapter or branch, as officers of their state association or even of their national association. This experience develops insight into problems and techniques of professional organizations.

When They Take Their Place

The student who has participated in professional activities will know many of the educational leaders in his state. He will know how teachers work together to analyze and discuss the schools' problems. He will have an understanding of how to interpret the teacher's work and his rewards to the public and to young people interested in becoming teachers.

A student membership better prepares him as a teacher to take part in the activities of his local, state, and national education associations. He will realize the importance of attending meetings, serving on committees, and accepting positions of leadership. He will be able as a member to recognize problems which need investigation and study.

As a committee member he will be able to plan the study of the problem, make a study, and present written and oral reports to the association.

As a leader he will be able to use democratic leadership techniques and to be a suitable representative of his association. He will realize that one of the functions of any education association is to work with parents and civic groups to achieve good schools. He will be familiar with the services which his special-interest association can render to him in

his teaching, and with the part he can take within it. In other words, he will have many of the characteristics of a professional teacher. All of this helps make the teaching profession better.

This program for students will operate at its best when there is close cooperation between the students and inservice educators. The students who are taking part in professional organizations need the guidance of all educators to insure that the experiences which they receive are the most valuable ones possible to help them grow professionally. Students who are not taking part need the guidance of all educators to encourage and help them to explore the values the student professional organizations offer.

Every teacher, administrator, and association staff member can in some way support student professional activities and associations. Have you considered what you might do?

If you are an elementary teacher, have you considered talking to that education student you know about the professional experiences which would have helped you?

If you are an administrator, have you considered advising education students about the value which professional experiences can hold for them?

College instructors, are you passing up opportunities to act as sponsor to education student organizations? Are you remembering to encourage the students in your classes to take part in these organizations?

Association staff member, are you remembering the students who are in your association as you plan and carry on your activities?

When inservice educators and preservice educators work together, the teaching profession is growing at its best to provide "Learning At Its Best" for children in America.

There's More to Mathematics Than the Reckoning

MOST CHILDREN DURING THEIR EARLY life are potentially good mathematicians, that is to say, they are eager to relate the world to themselves and one part of their world to another part.

"You've got more'n me!" is one example of quantitative relations. "My Pop is the biggest man in the whole wide world!" is another.

Mathematics is said to be the science of relations, but before it can be developed into a science in the thinking of an individual, a great many facts have to be experienced. A child exposed to a wide variety of experiences, who is helped to discover for himself how one part relates to another, is likely to grow in two ways: to go on wanting to discover, because this is satisfying fun, and to feel secure when he is introduced to the symbolic representation of his discoveries (as sums or algorisms).

So many children have their mathematical potentialities stunted by being introduced to symbolic calculations before they have built up conceptual meanings of the relationships. There is now a tendency in education to delay the teaching of written arithmetic until experience with real objects has been given. However, most school systems lack the courage to delay pencil and paper calculations long enough.

Brenda Lansdown, member of the Department of Education, Brooklyn College, Brooklyn, New York, collected and compiled these accounts from work with graduate students at Adelphi College, Garden City, New York.

The following articles are by graduate students who were either teaching or practice-teaching. The observations record how children think mathematically, and show the richness of development which can be achieved, if the teacher or parent provides suitable stimulation for thinking in relations, or cashes in on natural opportunities. Here the parent or teacher follows the children's leads, challenges the children to think through their problems by asking, "How do you know?" or, "Could you think of another way to find out?" instead of *explaining the answer*. The last four articles are records of mother-teachers helping their own children at home.

We hope this documentary material will encourage other teachers to explore with children the fascinating ways of thinking in relations.—B. L.

Nursery School- Kindergarten Mathematicians

If the basis for mathematics is concepts of relations, the average nursery school and kindergarten provide rich and rare opportunities for children to acquire this basis.

What does it mean to be *little*, or *big*, or *bigger*? Or *old*, or *long*, or *heavy*, or *deep*? When is *tomorrow*, *yesterday*, *next year*, or *Saturday*? When are you *early*, and what is *enough*? How many is *two*? What is *before*, or *after*, or *under*?

The child builds the concepts slowly; at first there is indiscriminate use, then



Photo by Ed Ellison, Los Alamos, N. Mex.

Most children are potentially good mathematicians.

a progression to approximate use and finally the terms become clear and exact.

To a two- or three-year-old, space and time relationships are vague; later on he sorts them out, but it is some time before the terms *yesterday* and *tomorrow* are clear in his thoughts and speech.

A good teacher of four- and five-year-olds has in mind a comprehensive list of terms and will find ways of using them, not in formal lessons, but as they suit the play environment which is the child's whole way of learning at this stage.

In the following notes from actual nursery school and kindergarten records we see the child going through the stages, sometimes just using a word, sometimes struggling to get things straight. The children quoted are from the upper middle class in a suburban community outside New York City. Most are above average in intelligence.

Of Time

"Last year (meaning some time in the past) we went to that park."

"She says I can have it later. When is later?"

"I want it *now*."

"I got it yesterday." (Meaning time past).

"Earlier we're going to Paul's for lunch."

Teacher: "Earlier?" "No, I guess later."

Of Size and Quantity

"On this box, I'm taller than you." (Thoughtfully), "But I'm not really taller."

"You have too many. Doesn't she have too many?"

"I need lots. I need seventeen."

"This is a big, *big*, BIG building."

"That's not too heavy for me."

Of Number

One of the earliest *number concepts* is one. It is *me*. Then comes two, *you and me*. For a while in the first year of speech this *two* may be a useful word which means *more than one*. Gradually, two becomes two. But even the four-year-old may feel more certain of himself if he holds out two fingers and says, "I had this many cookies."

One day, Arthur held up three fingers and said to his teacher, "Do you think this is three?" And when she answered, "What do you think it is?" he responded, "Three."

Nancy, a bright kindergartner, fell back on her fingers for certainty. She rushed into school with hand upraised, "Today, I'm this many years old."

The preschool child soon learns rote counting up to five and over, though between five and ten, numbers are often skipped or mixed up. Many intelligent school children who have memorized the number succession to ten or over, still have no concept of the total of small groups of objects. They cannot be said to have the ability to count.

Mike, vaguely pointing, counts the children at his table, "1-2-3-4-5-6-7-8."

Eight here today." (There are only five.)

Children like Mike, in fact all children, need lots of practice in passing cups or napkins or paper, anything which will help them gain an understanding of one-to-one correspondence.

Even fractions can begin in the nursery school. Doris: "When we have seconds, you don't fill up the cup." Teacher: "No, we only have it half-full for seconds."

For four-year-old Tommy a quantity over ten (which for him evidently meant a very large number) was too fantastic to contemplate. He announced solemnly, "Ten is the edge."

The kindergartner loves to use the word *hundreds*, which of course has no precise meaning for him. It sounds like a lot. Yet soon he feels a need to check himself.

John: "A boy I know broke his leg, because he jumped down a hundred feet." Teacher expresses astonishment. John: "Well, it was about four."

Jane: "A hundred buttons came off my coat, and my mother had to get new ones." Teacher: "How many buttons are there on your coat?" Jane looks down and says, "Five." Actually there are ten, so this is the cue for teacher and class to count Jane's buttons together.

The kindergartner nearing six is sophisticated enough in his number terms to say, "I could eat a dozen of those cookies," and then turn to his neighbor to explain, "A dozen is fifteen."

The unit blocks now used for early childhood education give the builder concepts of length, weight, thickness, height, and quantity. He learns even the concept of the inclined plane, although he does not call it that. He may adorn his finished structure with bright colored cubes. How wonderful to grow up knowing how a cube feels in one's hand.

—AGNES COLLIER SHORT.

The 1st Grade and 10 10's

The first grade teacher had prepared drinking straws by cutting each into three parts and placing them in boxes. Each child had been asked to bring in ten rubber bands.

The children played with the straws for a while on their own desks. Then the teacher asked, "How many pieces of straw do we have?"

Pete said, "I have 35."

Jimmy: "I've got 103."

Betty: "I've got a bunch."

Then Carl came over, "Let's count them all. Let's start with Joan's desk." Carl started counting by ones. A group of children joined him. It took ten minutes to reach 300 and something.

The teacher stepped in. "All right, let's talk about this problem. What are we trying to do?"

Pete: "Find how many straws we have."

Teacher: "What could we do to make the counting go fast?"

Joan: "Let's share the straws and each one count." Other children made suggestions but Joan's was used. Each child went to the straw box and took out a handful. They returned to their desks and began to count by ones. When all finished, Joan announced, "I have 52."

Pete: "I have 79."

Carl: "I have 102."

Dick: "I got 105."

Rose: "I got 60."

This went on and on. The teacher asked, "How can we find out what we have, altogether?"

Carl suggested, "Let's write it on the board." So as each child called his number, he wrote it on the blackboard.

"But we can't add all those numbers," sighed Rose.

Carl said, "I can."

Teacher: "All right, Carl, you add it. But what can we do so that everyone could count with us?"

Pete said, "Let's give everyone a hundred pieces. Then we can count how many kids we have. Like we did before."

Each child sat at his own desk and solemnly counted by ones until he reached a hundred pieces. Carl and Pete counted the number of children in the room.

Carl said, "We have 28 children."

Pete said, "So we have 28 hundreds."

Marie asked, "Why did we bring rubber bands?"

Teacher: "We are going to play a game called bundling."

"Huh?" "How?" "What's that?"

Teacher: "Take your rubber bands, put them on your desks, like soldiers in a parade. Now let's make believe each rubber band is a captain and the straws are the soldiers in the captain's group." The children started placing the soldiers under each captain.

Marie said, "It looks like a parade."

Rose noticed, "Each captain has ten soldiers."

Carl said, "Look, ten captains and one hundred soldiers."

Pete said, "Each captain has ten soldiers." (Independent discovery from Rose's.)

John asked, "But what is the bundling game?"

Teacher: "We bundle the soldiers together and put the captain around each bundle so his soldiers won't get lost."

Marie announced, "I have ten bundles."

Carl said, "Ten bundles make a hundred."

Pete said, "I know what we are doing, we're counting by tens."

Teacher: "How do you do that?"

Pete: "Look," (he put his hand on a bundle every time) "10, 20, 30, 40, 50, 60, 70, 80, 90, 100."

Rose said, "No, you are wrong.

There are ten captains. So you got a hundred soldiers and 10 captains."

The teacher drew the straws on the board. With the class she counted up the first column and wrote 10 underneath.

"If we have two tens, how many do we have?"

Dick said, "Twenty."

"Oh, I see," said Nina, "If we have four tens it's forty."

"Yeh! But five tens are fifty" said Timmy.

"Oh, look. Nine bundles is ninety!"

Pete said, "See, she wanted you to learn to count by tens."—ZITA AREMAN.

A Problem in Measurement

The children had begun to make a circus in the classroom. They wanted to make clowns and the clowns were supposed to be very large, in fact, life size.

Nina said, "Let's find out how big Mrs. A. is."

John said, "How can we do that?"

Nina: "I don't know. Ask her."

John: "Can we use you?"

Mrs. A.: "Yes, but what do you want?"

John: "We want to make a clown as big as you."

Nina: "Only we don't know how to do it."

Mrs. A.: "Look at me. How big do you think I am?" Nina tried to show by using her arms. She spread them wide.

Mrs. A.: "Do you remember a few weeks ago, we measured things?"

Pete said, "Don't you remember when you got those shoes, we measured feet and hands. My feet were bigger than Joan's."

Ben said, "But everyone has different feet."

Carl: "But we measured how many feet were across the desk."

Diane: "Oh, I see! We can use the feet we made and measure Mrs. A."

Pete said, "Stand near the blackboard and we can measure how high you are." Mrs. A. stood leaning against the blackboard and one of the children stood on a chair and made a mark on the board to show the top of the head. Then the children used molds of their feet which they had made previously. Here are some of the comments:

"Ten of my feet reach to the top."

"Oh, see I only can use my hand molds. I don't know where my feet are."

"Look, I can measure Marie; twelve of my feet reach the top of her head."

"Everybody gets to the top with different numbers."

"Well, we all have different feet."

Nina: How can we make the clown?"

Mrs. A.: "What did you do to find out how big I am?"

Nina: "We used our feet and counted how many we used to get to the top."

Mrs. A.: "If I give you a big roll of brown paper, what can you do with it?"

Pete: "We can use our feet and count the same number on brown paper as we used to measure you."

And so they did.—ZITA AREMAN.

13 Through Activity

(This is how a student teacher helped an immature second grader build the concept of thirteen while the child set the tables for lunch.—B.L.)

Sally said, "There are eleven of us and you make twelve, and Miss D. makes thirteen. We have thirteen people in the room."

"How many do you need for your table?" Sally looked at the table and named the children, "Bobbie, Clara, Jimmy, Rachel, Mary and me, and then Miss D. is sitting with us, too." She turned to me and said, "I need seven." I asked how she knew this. Sally looked

at the table again and considered the seating arrangement. "Two and two are four, and Mary and I make six, and Miss D. is the seventh." She looked puzzled. "But that's only seven of us. I need napkins for the other table, too."

"How many do you need?"

Sally glanced at the table. "Four, and Timmy makes five."

"How do you know it's five?"

"Well, there are two partners facing each other and Timmy is at the head of the table, so I know there are five."

Then I challenged her, "Do the seven napkins and the five napkins you have now make thirteen?"

She gave a puzzled look. "Yes . . . oh, no! I forgot you, Miss K. You'll sit opposite Timmy, then there'll be six at that table, so I guess seven and six must be thirteen."

"Do you know any other way to make sure you are right?"

Sally replied, "I know seven and seven are fourteen, 'cause that's easy, so seven and six is one less; it's only thirteen." She went on to think through some other combinations on her own. "Sometimes you and Miss D. sit at the same table. If you sat at my table together we would have two and two and two and two."

"How many is that?"

"Two and two are four, and two more make six, and two more eight. We would have eight people at our table and only five at the other table. That is thirteen. So eight and five must be thirteen, too."

Lunch arrived at that moment so we stopped for the day.—CONNIE KLEIGER.

Building Math on a Dream

My son, age seven, has a dream. He says he is going to be a farmer when he grows up. We didn't see why he had to wait that long, and since we

had the space for them, we bought four chickens and some chicken feed. Ralph has had them three months and we never have had to remind him to take care of them.

An interesting by-product of this experience is that he has been learning arithmetic at the same time he is learning responsibility. He has been average in arithmetic, but he has learned how to keep an egg record. His daddy, who is an accountant, set up a regular ledger for him and showed him how to keep the records. Whenever Ralph finds an egg in the nest, he marks the date on the egg so that we can be sure of using the freshest ones last, and then he puts a mark next to the proper date in the ledger. At the end of each day, he takes a daily total (it has been three-a-day recently), and I pay him a nickel apiece for the eggs.

This money he puts in a special "Chicken Bank." Needless to say he counts his money every day, and we have great fun watching him exchanging money with his brothers and sister. He never keeps five pennies if there is a nickel available, he exchanges nickels for dimes, nickels and dimes for quarters, and so forth. He had to go to his daddy when he was ready to exchange a dollar's worth of silver because none of the other children had a dollar on hand.

He counts the grand total of eggs each day, too, and has naturally learned fractional parts of a dozen: half a dozen, quarter of a dozen, a dozen and a half, a dozen and three quarters. The other day he surprised me by saying, "Gee, you used up three quarters of a dozen eggs" when I scrambled nine for breakfast. And we don't teach fractions until the fifth grade!

At the end of the week, he takes weekly totals and checks his cash on hand. At that time we check the current

price of eggs in the super-market, decide how many dozens the chickens produced, and I give him the difference between the market price and the sixty cents he already has received. This, incidentally, is experience in addition, subtraction, and division. Did you even imagine that a second grader could learn to divide?

Last week we had to buy some laying mash for his chickens. We bought ten pounds at eight cents a pound. Ralph gave the man eight dimes (law of commutation!). As a written multiplication sum he surely couldn't calculate this. He learned also to subtract 80 cents from \$3.64 which had been his balance. He did this by counting the money left. He felt really important as he gave his very own money to the man at the feed store.

At the end of the month he takes his monthly total, checks his money again, and then I showed him a way of finding the average number of eggs each chicken had laid. Last month they laid 75 eggs. "If each chicken laid a dozen," I asked, "would that make 75?"

Ralph added twelve and twelve and twelve and twelve and got forty-eight.

Then I asked, "Suppose they'd each laid a dozen and a half?" By this time he knows a dozen and a half are eighteen, so he added eighteen four times.

"Seventy-two," he said, "that's almost right."

I didn't press the issue further for this is a practical approximation, and therefore the "right" answer. Ralph knows chickens don't lay three quarters of an egg!—ALINE SEIBERT.

No Trouble with Fractions

Recently I asked my nine-year-old son if he would like to make cookies, and he was immediately interested. He read the recipe through once, assembled the necessary ingredi-

ents, and began to follow the suggested procedure thinking out loud as I had requested him to do. When he came to $\frac{1}{4}$ of a cup of milk, he said, "If the half cup measurement had a mark telling where half of it is, we could use that." Then he continued, "Now we need one and two-thirds cups of oatmeal."

I asked how he could measure that.

"We can take two of these (pointing to the $\frac{1}{2}$ cups) and here's a third of a cup; add two of those."

I asked, "How else could you do it?"

Dennis took the two cup measure and found the mark for $1\frac{2}{3}$ cups. When he needed $1\frac{1}{2}$ cups of flour he looked the situation over, selected the half cup measure and filled it three times.

It was time to light the oven, so we talked about temperature, the meaning of degrees and so forth. We set the electric timer and twelve minutes later took our tempting cookies out of the oven. Dennis counted them. The estimated yield was three dozen.

"That's 36," he said. "We have fifty-two cookies. I wonder why? Oh, I know why we have extras. Some of mine are too small. They're not really medium."—MARION WATSON.

Why Can't Math Be Fun? Tom is an average twelve-year-old boy, in the sixth grade of our local schools. Arithmetic has always been one of his good subjects.

Each night in the week, Tom brought home ten problems. For a few days I listened to him think out loud as he struggled to make sense of relationships which were in no way connected with his life experience.

"A dress can be made of $3\frac{3}{4}$ yds. of material, 30 in. wide at 48c a yd. or $3\frac{1}{8}$ yds. of 36 in. material at 56c a yd. Which is cheaper and how much?"

Tom said to multiply $3\frac{3}{4}$ yds. by 30 in. Asked why, he replied that 30 must be used some place or why would it be in the problem? I discovered that this was his prevailing philosophy.

We decided Tom needed some real life experience. We took an automobile trip of about ten miles, writing down the mileage as we passed through different towns. With these mileage figures, we made up various problems. Tom started the problem by saying, "Let's see how many miles we went altogether. We'll add."

657.1 mileage when we left home
660.3 church
662.8 A
664.6 B
665.0 C
666.3 mileage back home

3,976.1 miles
Tom said, "I don't believe we went that far. We couldn't have gone that far. We didn't go that far when we drove to Florida last year. Let's subtract."

3,976.1 miles
657.1 miles when we left home

3,319.0 miles
"That can't be right either. I don't see how you could get it."

Then I asked, "If the mileage read 10 miles when we started, and 16 miles when we returned, how far did we go?"

Immediately he answered, "6 miles."

"How did you get it?"

"By subtracting. But I did subtract, and got 3,319 miles!"

We decided to return to the mileage again. When he came back from the car he said "666.3 miles. I guess you subtract 657.1 from the 666.3 miles." Doing so he answered, "9.2 miles."

This battle having been won, Tom wondered how far we had gone between towns. This was quickly done correctly,

but interest had increased, and he suggested that we find the average mileage between towns.

I asked, "Approximately how many miles would it be?"

He said, "Two."

"How did you get it?"

"We went about ten miles and went through five towns."

In writing the problems, he found the average was 1.8 miles.

Tom was given \$1.50 and asked to get 25c gas. Asked about how many gallons he could buy, replied, "Six."

"How did you get it?"

"Well, there are four quarters in a dollar, and in a dollar fifty there would be six." He continued to tell me how many gallons I could get for various sums of money.

Coming on home, his type of problem changed. "If the lights changed every 3 minutes, how many times would they change in an hour?" Tom said, "Twenty, but the green would show only ten times."

Tom not only relaxed, but was bubbling over with questions and answers. "When can we go on another trip?" he wants to know.—MARY AGNES BERGER.

Dramatizing Discount Anne is a twelve-year-old of slightly higher than normal intelligence. She was able to do abstract arithmetic examples when these were presented as algorisms, but was completely bewildered when asked to solve a word problem.

As a parent, my task was to give her confidence. How could I meet my daughter's query, "But how do I start?" We couldn't just "play store" as with a younger child. One day she came home perplexed as to the method of tackling discount, so I decided to "play out" this situation.

I took a number of ordinary jar caps and labelled each.

Bracelet . . . Regular price: \$ 1.00
Discount 10%

Television . . Regular price: \$400.00
Discount 20%

Typewriter . . Regular price: \$125.00
Discount 25%

When I had finished the group I called Anne to act out some problems with me. We discussed the bracelet first. She handled the jar-cap saying, "The bracelet will cost ninety cents." I asked how she knew this. "Well, the jeweler wanted one dollar first, then he took ten percent off. Ten percent is a tenth, or ten cents. Ten cents off a dollar is ninety cents."

As I supposed, she could think through the calculations, once the meaning of the problem was clear to her. She did all the other problems with no difficulty, remarking that the television was a bargain.

The next day we took our jar caps and marked them in this manner:

Radio, formerly \$75.00, now \$66.00

Mirror, formerly \$12.00, now \$10.98

Table lamp reduced from \$35.00 to \$24.50

"Tremendous savings," I assured my customer.

She tackled the table lamp first. "You are saving \$10.50," she said. "It is a lot." And she worked the problem correctly with pencil and paper.

The interesting thing was that so long as she could handle the "merchandise" there was no confusion in her mind.

For a real experience, I had Anne help me figure how much material we needed for draperies. Then we shopped together, getting three separate prices for similar materials. We decided the percent savings by buying the cheaper cloth, then we actually bought, cut, and sewed the drapes.

—VIRGINIA D. STRADAR

One of a series of articles from material collected by members of the Make It With and For Children Committee of ACEI, Adele Rudolph (Philadelphia), chairman.

Masks for Our Indian Dance

THE BOYS AND GIRLS WERE PLANNING A PLAY ABOUT OUR LOCAL Indians—The Lenni Lenapi and How They Lived Long Ago. Through their interest, enthusiasm, and research, these 9-year-olds were “steeped” in Indian lore. They knew that masks should be worn in a dance that was to be included in their script. The committee called on the supervisor of elementary industrial arts for help and together we decided that strip papier mache masks would solve our problem.

—BETTY CASSEL, Fox Chase School, Philadelphia

Interest and need give direction to curriculum.



Making the Mold. Roll and turn in half sheets of newspaper, one at a time, to make the mold. Check to see if it is large enough to cover the face. Repeat until mold is right size.

Model and locate facial characteristics, using plasticene, clay, or pulp papier mache.



Making Strip Papier Mache Shell. Cover entire surface with irregular pieces of torn newspaper that have been dipped in water and pressed firmly on the mold, edges overlapping and lying smooth. Repeat for second layer.



For next seven layers, cover entire surface smoothly and firmly with irregular pieces of torn paper that have been dipped in very thin paste (keep paste thin, smooth, and creamy by adding water), edges overlapping and smooth. Torn paper toweling, because of its stretchability, makes a good final layer. (Alternate layers made of unglazed colored comic newspaper or wrapping paper will help the worker know when previous layer is entirely covered.)

Dry for several days or a week until shell is thoroughly dry and hard.



Finishing Masks. Remove mold completely. Trim edge of mask. Line inside with layer of thin paste and torn patches of paper toweling. Bind edge of mask with short overlapping strips of paper. Paint mask according to plan. Cut openings for eyes, nose, and mouth.



Animal Heads for "The Wizard of Oz"

WHEN WE DECIDED TO DRAMATIZE "THE WIZARD OF OZ," various problems confronted us and some were easily solved. But what to do about the Cowardly Lion and the Dog! That really posed a problem. We decided on cloth for the bodies, but how to make heads which made us look like the animals and yet could be spoken through! We considered several materials, but decided that papier mache was the best medium.

Research plus
imagination give
creative results.

Pictures were brought in and studied for formation of the head, jaws, mouth, and other characteristics. The evolving lion and dog were completely satisfactory for their purpose in the play. Some of the 11-year-olds, inspired by the approach of circus-time, decided to try some other animal heads. We worked in groups and soon had a colorful array of bears, pandas, and tigers to join the dog and the convincing lion with his mane of yellow wool.

—IDA TAFFEE, Rowen School, Philadelphia



Making Mold. A paper bag, large enough to slip over wearer's head. Stuff bag full of crumpled newspaper and tie the end securely or close bag by pasting.

Shaping Head and Face. Put wads of newspaper, moistened in thin creamy paste, on the bag to give it the characteristics of the particular animal.



Model the eye sockets and face while paper is moist.



To hold the wads of paste-wet newspaper in place, cover with strips of wrapping or bag paper dipped in thin creamy paste. Dry, day or more.

Add wads of paste-wet paper to fill in or to correct shape. Allow to dry.

Cover smoothly and firmly with torn strips of paste-wet newspaper. Dry thoroughly. Cut out bottom of bag and remove stuffing.



Make openings for eyes and mouth. Trim all edges (eyes, mouth, neck). Bind edges with short strips. (Strips too long for curves will pucker.) Cover surface with torn strips of paste-wet wrapping or bag paper. Dry for several days until thoroughly dry. Paint, add hair, shellac.

To the Reader Anywhere in the World: The Committee is eager to hear about things that are being done similar to these. Please share your information -descriptions, directions, recipes, drawings, photographs. Send the material to the committee in care of ACEI headquarters.

Here's refreshing food for thought you'll really enjoy!

Mental Menu

To be served at the 1954 Study Conference of the
Association for Childhood Education International
at St. Paul, Minnesota, April 18-23

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NEWS and REVIEWS

News Here and There . . .

By FRANCES HAMILTON

New ACE Branches

Placer County Association for Childhood Education, California
Davis Elementary School Association for Childhood Education, St. Petersburg, Florida
Union County Association for Childhood Education, Oregon
Washington County Association for Childhood Education, Oregon
Lincoln County Association for Childhood Education, Tennessee

Reinstated

Genesco Teachers College Association for Childhood Education, New York
Memphis Kindergarten Teachers Association, Tenn.

Retirement

Harriet Howard, director of the supervision department of National College of Education for the last thirty years, retired last June. Miss Howard studied at the National College of Education, the University of Michigan, and earned degrees at Northeast State Normal School, Kirksville, Mo., and Columbia University. Before returning to National College to serve as director of the supervision department, she held kindergarten positions in three state teachers colleges and worked at the United States Office of Education in Washington.

Miss Howard assisted in opening the Mary Crane Nursery School at Hull House, Chicago, in 1925. She has been active in the Association for Childhood Education International and other professional organizations.

ACEI Headquarters Building Fund

The search for a permanent headquarters for ACEI continues. The funds contributed for this purpose now total almost \$11,000.

New ACEI Bulletin

Children and TV—Making the Most of It is the title of a new ACEI bulletin off the press in February. Recognizing that television is here to stay, writers for the bulletin deal with such topics as:

"Television—Friend or Enemy?" by Erna Christensen, Public Schools, Hartsdale, N. Y.

"Research About Children and TV" by Paul A. Witty, Northwestern University, Evanston, Ill.

"The Teacher's Role in Television" by Alyce Seekamp, Public Schools, Hartsdale, N. Y.

"What Effect Does Advertising Have on Children?" by Florence Brumbaugh, Hunter College, New York, N. Y.

"Family Problems and Television" by James L. Hymes, Jr., George Peabody College for Teachers, Nashville, Tenn.

"Everyday Problems and Everyday Solutions"—Anecdotal Accounts.

"Television—Make the Most of It" by Paul W. F. Witt, Teachers College, Columbia University, New York, N. Y.

Parents and teachers will find *Children and TV—Making the Most of It* of special value as they attempt to make the most of television as a potential aid to education.

ACEI Conference Notes

Copies of the poster announcing the 1954 ACEI Study Conference to be held in Saint Paul April 18-23 are available for display in schools and other centers. Free copies may be obtained by writing to ACEI Headquarters.

Reprints of the conference supplement to the December issue of *CHILDHOOD EDUCATION* are also available. Write to Headquarters for copies for interested friends. Non-members as well as members are invited to attend the conference.

Early in January, every president of a state or local ACE group will receive a packet from Headquarters containing enough copies of the conference information folder for all delegates with instructions for registering for the conference.

Elementary School Principals Meeting

"The Child and the Curriculum" will be the theme for the second annual winter meeting of the Department of Elementary School Principals, NEA, to be held in Atlantic City, February 11-13.

The program calls for general sessions and

four discussion periods for study groups. For the first two periods, all groups will discuss the same topic—"A Well-Balanced Curriculum for Elementary School Children."

ASCD Meets in Los Angeles

The Association for Supervision and Curriculum Development will hold its annual meeting in Los Angeles March 7-12. The theme of this year's conference will be "Creating a Good Environment for Learning." Group experiences will be organized around such areas of interest as:

A Better Understanding of Children and Youth

An Improved Physical Setting

Effective Use of Forces in Community and Society

Cooperation within the Professional Staff

Speakers at general sessions will include Robert D. Murphy, U. S. Department of State; Alice B. Keliher, New York University; Roy E. Simpson, California State Department of Education; William N. Alexander, University of Miami; Earl C. Kelley, Wayne University; Gordon MacKenzie, Columbia

University; Hilda Taba, San Francisco State College; and Henry Steele Commager, Columbia University.

For further information write to: Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington 6, D. C.

Legislation for Children

With the convening of Congress in January legislative matters of interest to those concerned with children will receive special attention. Among these are:

Federal aid to public education

Expansion of library services to all children

Legislation on school housing, both emergency and long-term planning

Federal legislation that contributes to improved communities for children

Activities of UNESCO

UN International Children's Emergency Fund

Write to your congressman about bills that affect children. He will assist you by furnishing information and copies of bills in which you are interested.

For Help in Improving Parent-Teacher Relations WATCH FOR THIS MACMILLAN SPRING PUBLICATION

COUNSELING WITH PARENTS In Early Childhood Education

by Edith M. Leonard
Dorothy D. VanDeman
Lillian E. Miles

In this book, Jane LeRoy, a fictional teacher, describes the way in which she initiates and carries through a program of counseling with the parents of her group. Her straightforward discussions in the first person show vividly the implications of counseling in action. The typical situations presented in this volume illustrate the varying types of prob-

lems in human relationships which the teacher encounters: parent group meetings, individual teacher-parent conferences, parent-visits to the school, teacher's reports to parents through conferences and notes, and the exchange of written communications between home and school. *Ready in March.*

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Books for Children . . .

Editor, VERA PETERSEN

A VERY SPECIAL HOUSE. By Ruth Krauss. Illustrated by Maurice Sendak. New York: Harper, 49 E. 33rd St., 1953.

Pp. 20, 8 x 10 in., \$1.75. Author and artist of *A Very Special House* are a very special team, neither of which has forgotten the feelings of a little child. If Ruth Krauss provided the cake in her text for the tale, Maurice Sendak has certainly heaped on the frosting—there are pictures galore. A very special treat for fours, fives, and sixes!

I know a house—
it's not a squirrel house
it's not a donkey house
—it's not a house you'd see—
and it's not in any street
and it's not in any road—
oh it's just a house for me Me ME

And a very special house it is indeed—a house where one can scribble all over the walls, swing on the doors, jump on the beds, and bring home rabbits and mice, giants, monkeys and skunks. This delightful abode, says the little boy, is not up a mountain, not down a valley not down a hole, not down an alley, “and it's not up in a tree or underneath the bed—oh it's right in the middle—oh it's ret in the needle—oh it's right in the moodle of my head, head, head.”

EDGAR ALLAN CROW. By Tasha Tudor.

Illustrated by the author. New York: Oxford University Press, 114 Fifth Ave., 1953. Pp. 24, 6 x 6½ in., \$1.75. “Edgar Allan Crow hatched out in a large stick nest on the top of a very tall pine tree. He was an only son, and his mother and father and two sisters thought a lot of him. They were sure he was hatched to do unusual things, and he was.” Thus begins the latest of Tasha Tudor's crisp and uncluttered tales. Children from four to eight will like the way her story moves along with dispatch.

Edgar Allan Crow was kidnapped from his home in a pine tree and then adopted by a large family of children. Crow, observing that everyone else worked, decided to do likewise. He tried sewing, engineering with a

Meccano set, opening bottles on a dresser, and in the pantry he even tried to help with the egg business! After being rebuffed at each of these activities he took a walk in the garden where he gobbled up cutworms and earned the title of chief cutworm controller for the family. Edgar Allan Crow now lives a life of prestige, making himself extremely useful and singing delightful crow songs.

The colored illustrations are as always a charming complement to Tasha Tudor's story.

IT IS NIGHT. By Phyllis Rowland. Illustrated by the author. New York: Harper, 49 E. 33rd St., 1953. Pp. 29, 7¼ x 9¾ in., \$1.75.

A cheerful addition to sleepy time tales for the three to six group is Phyllis Rowland's *It Is Night*. Most of the book is composed of questions which children will try to answer before the next page tells them, such as: “Where should a big brown bear sleep? Where would a rooster roost? Where does a railroad train go at night? And dolls—where do they belong at the end of a happy day?” In both pictures and text answers are given to the many queries. Then—“These would be good beds for all of these. But do they sleep there? NO! They all sleep in the bed of one small child . . . ALL OF THEM. The bear, the lion, the large and small dolls, the elephant. The zebra, the mouse, the rooster, the dog, the cat. The giraffe, the duck, the seal, the railroad train, the tiger. They all crowd into that one bed every night. But the child doesn't care. The child loves them all, and wants them there.”

The closing picture is a most delightful one showing the little child asleep with all his toys in bed with him!

THE FRIENDLY PHOEBE. By Berta and Elmer Hader. Illustrated by the authors.

New York: Macmillan, 60 Fifth Ave., 1953. Pp. 42, 6½ x 8¾ in., \$2.25. If you have liked *Squirrely* and *Little White Foot* (Macmillan, 1950 and 1952) here is another story for you of the small creatures of Willow Hill—this time an orphaned phoebe.

The story is a warm friendly account of the authors' care and concern for the animals who live around them.

If the book is used with first and second graders the story will have to be read to them because of its length and rather fine print,

(Continued on page 290)

Books for Children

(Continued from page 288)

but most third and fourth graders should be able to manage it for themselves.

Charming pictures in both black-and-white and color make this an attractive book.

A TIME FOR SLEEP. By Millicent Selsam. Illustrated by Helen Ludwig. New York: William R. Scott, 8 W. 13th St., 1953. Pp.

57, $6\frac{1}{4} \times 7\frac{1}{2}$ in., \$2. Five to nines will be intrigued with this little volume on how the animals sleep. Attractive pictures further the text. One learns that goldfish rest but do not seem to actually sleep. Orangutans snap off leafy branches and lay them across other branches in a tree, then lie down on this bed and lock all their fingers and toes onto hovering branches. Hippopotamuses sleep in groups, one animal putting his head on the next for a pillow. Titmice fly up and sit close together on a branch, other titmice come and perch on top of them, and even more perch on top of these, a whole group of them sleep-

ing together pyramid fashion. Bobwhites crouch together in a circle on the ground with their tails toward the center so that if a fox sneaks up on them while they are asleep, all of them can "explode," each flying in a different direction. Owls sleep in the daytime, so do bats. But bats curl their claws around a branch and hang upside down while sleeping. Bees as well as bears hibernate in the winter time. Each kind of animal has some way of making himself comfortable while he rests. The book is both interesting and informative.

SHADRACH. By Meindert De Jong. Illustrated by Maurice Sendak. New York: Harper, 49 E. 33rd St., 1953. Pp. 182, $5\frac{1}{4} \times 8$ in., \$2.50. To have read *Shadrach*

is almost to have lived through, with one little boy, some of his excruciating, pitifully joyful, and rewarding experiences as a child in the Netherlands. Because of his long illness (a point which in the story seems a bit belabored) Davie was promised a special gift, a little black rabbit. Days before it arrived he had its hutch ready, had bags of clover, which unbeknownst to him were spoiling, and most important of all he had decided the little rabbit's name would be Shadrach—that is if his mother did not think it wicked of him to give his rabbit a name from the Bible.

Davie and Shadrach hold one's attention throughout the story but there are also memorable characters in both the parents and the grandparents. The book is a touching one with the cruelties of reality, but a rewarding one for its honest portrayal of human feelings—well worth the time of seven to tens.

THE FIRST BOOK OF CHESS. By Joseph Leeming. Illustrated by Doris Stolberg. New York: Franklin Watts, Inc., 699 Madison Ave., 1953. Pp. 93, $7 \times 8\frac{3}{4}$ in., \$1.75. An attractive book to entice upper

elementary youngsters with the centuries old game of chess. Rules of the game are clearly written and pictorially interpreted. Eleven practice games (coded out move by move) at the end of the book give valuable information and whet the interest of new players. There is a glossary of special chess terms and an index, making the book a useful reference source.



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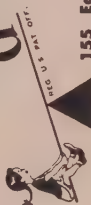
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EQUIPMENT AND SUPPLIES FOR EARLY CHILDHOOD EDUCATION

Books for Adults . . .

Editors, Dept. of Education
NISTC, DeKalb, Illinois

The tide of criticism appears to be on the flow, with voices being heard from many new quarters, and with rising inflections. The following reviews do not represent an exhaustive list of all singing parts in the dissonant chorus of criticism, but are merely representative of the most recent. (All reviews by WILBUR A. YAUCH)

QUACKERY IN THE PUBLIC SCHOOLS.

By Albert Lynd. Boston: Little, Brown and Co., 34 Beacon St., 1953. Pp. 282.

\$3.50. It is not easy for one who has been singled out in this book as a particularly horrible example of professors of education to make an unbiased and balanced review. Perhaps this is an acid test of one's ability to remain consistent with the philosophy of education under virulent attack by Mr. Lynd—the use of unemotional examination of the evidence to discover the degree of conformance with verifiable fact.

Mr. Lynd's main thesis is that professors of education have cleverly and wantonly built an empire of control over both teachers and the unsuspecting public so that they may rule supreme. In the process an alien and probably undesirable philosophy of education has been foisted on teachers and public alike which would be rejected if it were understood. Professors of education—or, “super-professionals” as Mr. Lynd prefers to call them—almost universally hold, according to Mr. Lynd, a set of values which they *claim* are democratic, but these values are imposed on everyone in a very undemocratic manner.

The author, who is obviously an educated and intelligent person and one who writes in a convincing and flowing style, examines our curriculum, the research in which we engage, the credit accumulation and scramble for courses, and the organization of courses in education. He concludes with an excellent summary of the philosophy of John Dewey and a devastating attack upon the methodology of William Heard Kilpatrick.

Throughout the volume Mr. Lynd cleverly and subtly arrays his “facts” for his own

convenience. He accuses professors of education of using “emotive” words, full of emotion but not much meaning, and in the process peppers his own language with the kind of words he is criticizing. His accusations are made of the *whole* profession, conveniently ignoring the great individual differences among the members of the profession. We are all generously tarred with the same brush.

This is a book which, unfortunately from this reviewer's point of view, will have a wide sale and acceptance among both teachers and the general public. It is unfortunate primarily because it provides only a partial account, and can only result in a distorted picture. It is recommended reading for both teachers and parents only as an example of how disastrously low the teaching profession has fallen in the eyes of some people. How widespread that opinion is held is anyone's guess.

This reviewer has only one reaction to the book besides that of deep depression and frustration—“We can't be *that* bad!”

EDUCATIONAL WASTELANDS. By Arthur E. Bestor. Urbana: University of Illinois Press, 1953. Pp. 226. \$3.50.

Unless one is fearful of encouraging intellectual indigestion by a too heavy diet of the same ideological fare, it is recommended that this book be read in conjunction with Albert Lynd's *Quackery in the Public Schools*. The present volume covers substantially the same territory, repeats the same charges against professors of education, and offers similar solutions.

There are important differences, however. Mr. Lynd is much more concerned with the horrible effects of progressive education in the elementary school, while Mr. Bestor concentrates his attack almost wholly on the secondary school, and particularly the secondary school program in Illinois. He feels that “Life Adjustment” programs are leading directly down the path to illiteracy and are “a retreat from learning.”

Mr. Bestor presents a rather interesting variation from Mr. Lynd in his analysis of the cause of this serious defection in education. While Mr. Lynd would place the whole blame on the professors of education—who have duped both the teachers and administrators in public schools—Mr. Bestor would have us believe that the professors of educa-

tion have formed an unholy alliance with the administrators and the officials in state departments of education which he calls an "interlocking directorate." Teachers are the helpless victims of this conspiracy.

Mr. Bestor emulates Mr. Lynd in his convenient selection of the facts to suit his case. He is more temperate in his language, and occasionally makes a concrete suggestion which merits serious consideration. For example, in his chapter on state certification (Chapter 10) he points out the utter lack of control by the state department of education with respect to a teacher candidate's competence in his major field. Yet, it is entirely possible to establish examinations which would objectively test this competence. Mr. Bestor suggests that the state's proper responsibility is the establishment of a high quality of competence in fields of knowledge, while the local district's responsibility is that of making judgments about *teaching* competence. Actually, the situation is reversed.

It is only when one comes to the more positive proposals for change that it is possible to discover the strong bias of both authors. Like the committee which produced the Harvard Report, *General Education in a Free Society*, the analysis of the difficulties confronting public education is accomplished with considerable insight. It is true that American education needs a great deal of improvement. No one has ever held that it is even approaching perfection. But it makes a vast difference what is prescribed as a cure. The "liberal artists" would have us believe that all difficulties will be eradicated if only we would return to the "fundamental" subjects of literature, history, mathematics, sciences, and languages! If it only were that simple.

Most of us would be willing to settle for any proposal that promised a real solution to our manifold problems, even if that solution involved the acceptance of method we have generally deplored and accused of being partially responsible for the problem. This reviewer wonders if some of our more intelligent critics have taken the trouble to examine the awful complexity of the public school problem as it *really exists*, instead of assuming that the problem is the verbal creation of a few writers on modern educational theory. It is difficult to believe that really informed persons, either inside or outside the teaching profession, could so easily come

to a simple solution that ignores so many elements of the problem.

LET'S TALK SENSE ABOUT OUR

SCHOOLS. By Paul Woodring. New York:

McGraw Hill Book Co., Inc., 330 W. 42nd

St., 1953. Pp. 213. \$3.50. If one is plan-

ning on exposing himself to the barbs of Lynd and Bestor he would do well to provide himself with a partial antidote to the poison. Mr. Woodring's common sense rebuttal to the attacks is excellent preventive medicine. Without deliberately taking sides in the controversy, Mr. Woodring tries to present a balanced picture, and to fill in the facts which have been so glaringly but conveniently left out of the accounts of Lynd and Bestor.

Teachers who are graduates of teachers colleges will be delighted to read the chapter on "The Teachers College in America" and will probably regain some of the respect they may have lost by reading Sperry's article in *Life* magazine's issue on education, October 16, 1950. Woodring points out that the average teachers college in the middle and far west is superior to a *comparable* liberal arts college in such matters as quality of educational plant, instructional salaries, and often in the excellence of its general education program.

Mr. Woodring's analysis of the quality of teachers in preparation is much more heartening than one would expect. Mr. Woodring's presentation allows teachers to hold their heads high again, although the evidence does not entitle one to raise his nose to the same level as his head. There is still a great deal of progress to be made.

Peeking through Mr. Woodring's attempts to "balance the budget" of criticism is his own philosophic bias. - Although he shows a clean-cut understanding of Dewey's philosophy and a tendency to accept it as valid, there is a hint of irritation for the juvenile antics of professors of education in *their* interpretations of Dewey. Perhaps this mild contempt is supported by the facts, but it would be hard to prove it statistically. (Mr. Woodring is a professor of psychology, which field does not always align itself solidly with the educationists.)

It is not recommended that the above three books be read during the same week, unless one wishes to take the next week off to recuperate. The practical problems of "keeping school" are themselves so frustrating and

debilitating that one should not seek deliberately to weaken his morale by an overdose of pessimism. However, all three should be on the "must" list of reading if teachers are to be intelligently informed of what others think of us, and to profit from constructive criticisms which, surprisingly, seep through some of the vitriol.

THE END OF THE WEEK. By Virginia Chase. New York: Macmillan, 60 Fifth Ave., 1953. Pp. 249. \$3.50. This is a novel about school teachers by a school teacher, in much the same vein as *Thank God for Friday*, *The Hickory Stick*, and *Sugar on the Slate*. It is apparent that the novel could not have been written by any one but a school teacher, since it reveals the intimate little facts which can only come from experience. The scene is laid in a typical elementary school—typical in the sense of being depressingly old and replete with all the irritations and limitations which make so many young people stay away from teaching in droves—where thirteen teachers are engaged in a farewell party for one of the faculty who is leaving the profession to get married. Through the use of

"throw-backs" the author acquaints the reader with the special frustrations and repressions which make each teacher a candidate for the booby-hatch.

The book seems to have no point other than that of documenting the fact that teaching is a nerve-racking business and a one-way ticket to boredom and/or psychosis. The end of the story leaves one where it started, wondering what all the writing is about. This should not detract from the fact that it is well-written and gives one a rather true but depressing picture of teaching. It is not recommended reading for anyone who has been absorbed in a study of the critics of education. It would only lead to a deeper conviction that teaching is a profession for which the only compensation is a badly warped personality and the accumulated pity and disdain of an ungrateful public.

SCHOOLS AREN'T WHAT THEY WERE.

By Carelton Washburne. London: William Heinemann, Ltd., 1953. Pp. 155. 7s. 6d. Written for parents in the British Empire, this is Washburne's effort to explain what is meant by "progressive education" as he sees

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it and has practiced it for many years. From his rich experiences as superintendent of the Winnetka, Illinois, schools for 25 years, plus his years of foreign travel and consultant services, he has drawn a few simple generalizations which he states in laymen's language. He explains why progressive educators believe in the scientific method, the development of self-discipline, and democratic personalities. Without reciting the confusing details, he tries to show how progressive education works, how well it works, and what parents can do to help introduce the methods in their school.

For anyone who has been a student of modern education, particularly with respect to that which is based on the philosophy of Dewey, this book will seem unnecessarily elementary and oversimplified. For beginning teachers, parents, and interested laymen, it may help to make sense out of what has generally been a clouded issue. There is no denying Mr. Washburne's competence and earned right to speak for his brand of progressive education. This book may be one of the means by which misconceptions will be cleared up, both for teachers and laymen.

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Among the Magazines . . .

Editors, MARIE M. HUGHES and Staff
Wm. M. Stewart School, Univ. of Utah

The magazines are "so full of a number of things—" In this issue we present a cafeteria of offerings—which articles are meat, which are dessert, which are vitamin-packed vegetables will be decided by the reader.

Personalities

The autobiographical story of an Indian Princess, "Princess Brinda of Kapruthala as told to Elaine Williams," *Ladies' Home Journal*, November 1953, is the intimate story of a woman of another culture and a sociological document of a culture in transition. The pattern of life of the daughters may not be entirely clear to us, but we recognize that it will be different from the mother's.

Is Walt Disney a favorite of yours? A pleasant recital of the birth of Mickey Mouse and the inception of the idea for the animal real-life feature may be found in Jack Alexander's "The Amazing Story of Walt Disney," *Saturday Evening Post*, October 31, 1953 and November 7, 1953.

A different kind of personality sketch is found in the story of Proctor and Gamble's president, Neil Hosler McElroy. In this sketch we are taken behind the scenes of American business, particularly the production and selling world of soaps and detergents. The vim and vigor of this enterprise is stimulating. It may be an interesting fantasy to wonder what might have happened to us in the strange world of business. "Selling," *Time*, Vol. 62, October 5, 1953, p. 92.

The scholarly analysis of the man William Faulkner and his works is presented to us in two issues of *Life*. This provocative discussion will send us to Faulkner's writings to check the conclusions for ourselves. Mr. Robert Coughlan has performed a real service to American readers in this significant study. *Life*, September 28, 1953 and October 4, 1953.

More Than Entertainment

Current magazines are rich in fiction that ranges from distinguished work through mediocre to the dull, trite, and even tawdry.

The insight of a poet is frequently apparent in the depiction of the life of a child or a situation that gives us a brief glimpse of a child or youth.

The acuteness of the feelings and response of adolescents is shown us in two quite different ways. The first, Bruce Jay Friedman, "Wonderful Golden Rule Days," *New Yorker*, October 31, 1953, p. 96, shows us what the school day is like to a youngster who enters a vocational high school late. His brief respite is cruelly broken and days become less bearable, if possible, than they were before. The second story, Nadine Gordimer's "Believe the Heart," *Mademoiselle*, October 1953, p. 90, written by a young girl, is notable for her sensory response to the vegetation, rain, sand, and salt of a coastal town in Africa placed against her background of life in a mining town in the highlands. Her budding awareness of the opposite sex is sensitive and realistic. Portions of the descriptive parts of this young girl's writing might be shared with English classes.

The need to be wanted and understood, the need to belong strikes us forcibly as we read Kingsley Tufts, "Unwanted," *Saturday Evening Post*, October 31, 1953, p. 40; and Phyllis Duganne, "The Children's Secret," *Saturday Evening Post*, October 24, 1953, p. 34. The latter insightful story may help us to listen next time youngsters attempt to tell us something.

Teachers of eight- and nine-year-olds have a manual of teacher-relationships made to order in Louise Baker's "Her Twelve Men," *Ladies' Home Journal*, December 1953, p. 42. This story is a condensation of the novel *Snips and Snails*, published by McGraw Hill. The experiences of a young girl in an Arizona boarding school with these eight- and nine-year-old boys is unforgettable. Perhaps another look at our own group will permit us to see them somewhat more clearly.

Not Entertainment

As we seek to understand children, we should read the documentary by Jhan and Jane Robbins, "The Boy Who Ran Away," *McCall's*, November 1953, p. 29. Our concern is not so much what happened to the boy when he left home as it is with events that led up to his leaving home and school. How many youngsters who feel as he did do we meet every day? Can we help them?

Again your column editors ask the question, do we know the kind of world that is the world of our children and youth? Fredric Wertham, "What Parents Don't Know About Comic Books," *Ladies' Home Journal*, November 1953, p. 50, gives us a startling analysis of these ubiquitous, flagrantly colored, paper-bound books. There is nothing to add to his words, except let us get some comic books and see for ourselves. If our investigations corroborate Dr. Wertham, community action is the next step.

On Being Female

If Dr. Kinsey helped us see our relationship to the total animal world, Dr. Ashley Montague has helped us be a woman. After all, no other animal can be a woman. Ashley Montague, "Where Kinsey Went Wrong," *McCall's*, December 1953, p. 39.

Correction: The address of *The Two to Five World Newsletter* which was mentioned in "Among the Magazines" in the December issue was incorrect. Please note correct address: 1225 Broadway, New York 1, N. Y.

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Films Seen and Liked . . .

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SKIPPY AND THE 3 R's. *Produced by National Education Association and affiliated state associations, 1201 - 16th St., N.W., Washington, D. C. 1953. B & w, \$75; color, \$170. 29 min. Adult.* This is a film that teachers will want to show to parents, since it is an account of how children learn the 3 R's in schools today. It shows that children learn the basic tools naturally and easily.

In the film we follow Skippy Gordon, first-grader, through his first days in school. We observe how his teacher helps him learn the 3 R's by discovering his interest in owning a bicycle, and using his interest to stimulate his need to learn.

A natural, full, well-balanced primary program is shown. The acting is very natural. The physical set-up and equipment are ideal.—*Great Lakes Film Review Center.*

THREE DEEP. *Produced by Audio-Visual Center, Indiana Univ., Bloomington. 1951. Educational collaborator: Barbara Kal-dahl, Indiana Univ. B & w, \$25; rent, \$1.50. 6 min. Primary and intermediate.* A group of fourth-grade children play the game "Three Deep." Shows two variations to the game.—*Great Plains Film Review Center.*

SKIP TO MY LOU. *Produced by Audio-Visual Center, Indiana Univ., Bloomington, 1951. Educational collaborator: David L. McCooe, Jr., New Albany, Ind. B & w, \$25; rent, \$1.50. 5 min. Primary and intermediate.* The film demonstrates with fifth-grade children, several ways of dancing and acting the song "Skip to My Lou." The audience learns the steps and words with the children.—*Great Plains Film Review Center.*

BEAT BALL. *Produced by Audio-Visual Center, Indiana Univ., Bloomington, 1951. Educational collaborator: Robert W. Tully, Indiana Univ. B & w, \$25; rent, \$1.50. 5 min. Intermediate and Jr. High.* A group of junior high school boys and girls are playing this game. The two groups are cheering their players. Shows the plays in the game

Editor's Note: Films reviewed are 16mm. sound.

and how each participant performs. Shows several ways of hitting the ball and playing the game. Good sportsmanship is emphasized.—*Great Plains Film Review Center.*

SQUIRREL IN TREES. *Produced by Audio-Visual Center, Indiana Univ., Bloomington. 1951. Educational collaborator: Grace Woody, Ball STC. B & w, \$25; rent, \$1.50. 5 min. Primary and intermediate.* Excellent picture of game procedure showing three ways of playing the game "Squirrel in Trees." Children could easily learn the game after seeing the picture.—*Great Plains Film Review Center.*

CHUCKY LOU: THE STORY OF A WOOD-CHUCK. *Produced by Audio-Visual Center, Indiana Univ., Bloomington. 1948. B & w, \$50; color, \$100. 11 min. Kindergarten through intermediate.* This is the story of a pet woodchuck in a state park. The children love him and can dress him up and play with him like a doll. During the summer Chucky Lou prepares herself and her nest for winter; at the end of the film Chucky Lou curls up to go to sleep until the next spring.—*Great Plains Film Review Center.*

THE UGLY DUCKLING. *Produced by Coronet Films, Coronet Bldg., Chicago. 1953. Educational collaborator: C. W. Hunnicutt, Syracuse Univ. B & w, \$50; color, \$100. 10 min. Kindergarten through intermediate.* The familiar Hans Christian Andersen story is retold with living animals. The excessive cruelty to the duckling is either de-emphasized or deleted; otherwise film is faithful to the original story. European atmosphere is maintained by shooting all film in England.—*Great Lakes Film Review Center.*

GEOGRAPHY OF THE MIDDLE ATLANTIC STATES. *Produced by Coronet Films. 1953. Educational collaborator: Thos. F. Barton, Indiana Univ. B & w, \$50; color, \$100. 10 min. Intermediate and Jr. High.* Shows present-day characteristics of region: transportation networks, many industries and dense population in metropolitan areas. Relates these characteristics to geographic factors, such as: "fall line" cities, Hudson-Mohawk lowland and "funnel cities."—*Great Lakes Film Review Center.*

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Over the Editor's Desk

Why I Chose Teaching

Eugenia Hunter, ACEI vice-president representing primary, is associate professor of education at Woman's College, University of North Carolina, Greensboro. She shared a student paper on "Why I Chose Teaching."

"I can't remember the exact time I decided to teach, but I think my first-grade teacher was the greatest influence. I was devoted to her—as all children are to their first teacher. I thought mine was the most beautiful, best dressed, smartest, sweetest, and absolutely the greatest person in the world. The memory of her is still a pleasure and I am sincerely grateful for her gentleness and understanding. The first grade meant a lot to me.

"The work I don't remember, the teacher I do. There is a picture in our family album of our first-grade class. I am on the front row, the teacher is on the last. The picture shows only the curls on the back of my head. I couldn't take my eyes away for a moment. I hope that I may be that strong an influence on even one boy or girl someday.

"There was another situation that marked my school days and made me determined to teach. This was a seventh-grade teacher whom we all despised. She was the nervous, slapping kind who made the mistake of choosing the teaching profession. I can still feel the sickness I experienced when I went to her classes. My knees would literally knock and I would shake all over if she looked my way. Never shall I forget the day I had to stand beside her desk and read a biography of R. L. Stevenson. I simply could not read it because the pages shook so hard! I want to make up for that some way. I want to be sure that at least one classroom will not be filled with 'fear and trembling.' . . .

"Not only the two teachers I mentioned, but actually every teacher influenced me in different ways. Some I have forgotten; others I can never forget. What I learned from those I knew well may not show up on the records but it is within me and it has made me realize that a teacher teaches so much more than the 3 R's. She can make a mark on your life that is lasting. It is very frightening to realize that—but on the other hand it must be very satisfying to succeed."

To Be Read Elsewhere

We hope you have not missed the "Books for Adults" in this issue in which Wilbur Yauch deals with five books of pro and con points of view on education.

Just as we had our material ready for the printer we discovered that the *Saturday Review* had produced a similar article in its December 12 issue in which Fred M. Hechinger covers *Quackery in the Public Schools* by Albert Lynd, *Educational Wastelands* by Arthur E. Bestor, and *Let's Talk Sense About Our Schools* by Paul Woodring.

We Need Ideas

Did you notice the cartoon in the January issue on page 215? It was drawn by Arne Randall, Texas Technological College, Lubbock, Texas. Mr. Randall has said he will provide us with others if we will supply him with some ideas. How about some ideas from your experience with children?

Next Month "The Physical Environment," the topic for the March issue of *Childhood Education*, is a very important consideration for learning at its best. Kate Wofford calls it "Setting the Stage" in her editorial.

How we use what we know about ways children learn and grow as a basis for planning school environments is discussed by Helen Mackintosh.

A story of a school that carried on a grounds improvement program which involved the community and made use of state resources should encourage others.

There is an account of a workshop of parents who made equipment for the classroom.

Worth poring over will be several pages of pictures which show what can be done with old buildings.

Kindergarten teachers will welcome the report from a former kindergarten committee regarding program and equipment.

The second section dealing with children's use of their scientific environment is by Glenn Blough.

Watch for the third article in the series on "Make It With and For Children."

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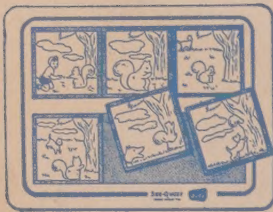
Motivate, maintain interest and
measure results with materials by Judy!

Judy

SEE-QUEES — SERIES 6

The same highly original sequence story boards as Series 12, but with simpler content and shorter sequences. Each board is $8\frac{1}{2}'' \times 11\frac{1}{2}''$ with 6 colorful $3''$ squares based on simple natural phenomena and action stories.

The highly appealing comic strip technique make Judy See-Quees, Series 6, just right for kindergarten and primary grade children.



Judy

MATCH-ETTES

Revised Match-ettes enrich early reading efforts with interesting practice activities. Proven methods of matching words, objects, and numbers enlivened with new modern designs and disciplined with a self correction device.

Judy Match-ettes include 10 inlay boards in soft green and yellow with pictures and words printed plainly in black. Matching cards are paired with background illustrations, and words on back increase possible pairings.



with

MATERIALS

by
Judy

all learning
leads to lasting
and satisfying
experiences

WRITE FOR
DESCRIPTIVE CATALOG

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THE JUDY COMPANY

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